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ABSTRACT

Several models of curriculum and staff development are described to provide guidance toward the goal of harmoniously blending a humanized curriculum and humanized instruction. The author compares the "explosive" and "implosive" designs for program development and instruction and argues that the implosive design should be adopted and that individual schools should not be allowed to determine their own courses of program development and delivery. He also recommends use of the cellular learning model for determining program needs, the cube model for teacher assessment, and the consortium model for testing the development of independent school systems. The author concludes that the use of these models can assist schools in clearly defining their objectives so that they can respond to the demand for accountability placed on them by their communities. (Author/WD)

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CURRICULUM MODELS, STAFF DEVELOPMENT MODELS, AND MORE MODELS: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System

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I. INTRODUCTION

America's education system; namely, its public elementary and secondary schools, are in trouble and need to be saved from a catastrophic clash with many of the unrealistic, and therefore unattainable, expectations of society, e.g., each student graduating from the twelfth grade will be able to read at grade level.

Accountability on the part of school systems, in general, and instructional programs - teachers - students, in particular, is one way by which our schools can be better managed and realistically dedicated to fulfilling the diverse interests and needs of a divergent, heterogeneous population. It is time to clearly identify and enumerate the goals and objectives of our schools, and to streamline our educational programs. As educators, we must seriously 'separate the wheat from the chaff'; that is, to critically analyze and evaluate all aspects of the curriculum and to determine the value and worth of each component part in terms of a) time and effort expended, b) money invested, and c) knowledge and skills acquisition/enrichment achieved.

Those academic subjects and instructional activities/activities which are assessed as contributing the 'most good' to the greatest number of students re preparation for life and social living should be given a higher priority rating in reference to a) allocation of funds, b) staffing, and c) physical plant space than courses and activities which serve a limited number of students and vested interest groups such as booster clubs. This is not to say that our curricula should consist only of those subjects and activities which service the needs of society. On the contrary, the curricula of our schools should provide for

a blending of life oriented activities and subjects/activities which meet the needs of students -- on a personal interest basis. In order to achieve this 'blending' there is a need to realistically assess what we are now doing and offering in our schools; that is, to assess the value and intent of our diverse curricula and to determine what is most important to the teaching-learning process. School systems must begin to analyze their instructional programs on a cost basis. Courses and activities which cost out at a higher per dollar per pupil cost than life building knowledge/skills subjects such as language arts, mathematics, and the social sciences should not receive a high priority rating -- unless the individual school system can realistically afford such activities. It is incomprehensible that money can be spent to buy new football helmets but that there are no available funds to purchase needed textbooks for classroom instruction in the social studies, for example.

America's education system, nationwide, must bite the bullet when it comes to the character of school curricula, and must begin, now, to realistically prioritize both its needs and its wants. Many times these two factors; needs and wants, will not mesh. When these factors are 'out of sync' the needs factor should always outweigh the wants factor in considerations and decisions re the allocation of funds, the hiring of additional professional/support staff personnel, the designation of amounts of instructional time in the typical school day's schedule, and the allocation of physical plant space in the school or at community based resource sites where on-the-job training and hands-on work experiences take place.

II. HUMANIZING THE CURRICULUM

In the past few years much has been said and written about the need to humanize instruction in our public school classrooms. As defined by Clute[1], humanistic education is a commitment to educational practices in which all facets of the teaching-learning process give emphasis to the freedom, dignity, integrity, value, and worth of persons. Thus, an emphasis is placed on creating atmospheres for person-to-person interaction and personal development.

There is also a need to humanize the curricula of our elementary and secondary schools. By 'humanize' I mean, a consorted effort must be undertaken by administrators, advisory groups, curriculum planners, program coordinators, and teachers to create schooling processes which enable students to become increasingly self-conscious and competent in questioning the adequacy of existing societal solutions to the changing conditions of social-political life[2] and to survive the experiences of day-to-day living within social contexts. Emphasis must be on creating instructional programs which contain the knowledge and skills necessary to equip students to face the

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[1] Reference to Morrel J. Clute, "Humanistic Education: Goals and Objectives," in Humanistic Education: Objectives and Assessment. Association for Supervision and Curriculum Development (ASCD), Washington, DC, 1978, pg. 9.

[2] Reference to Harold Berlak, "Human Consciousness, Social Criticism, and Civic Education," in Building Rationales for Citizenship Education. National Council for the Social Studies (NCSS), Washington, DC, Bulletin #52, 1977, pg. 35.

problems of today and the unknown challenges of tomorrow in their daily lives, as individuals, as well as in the context of the collective life of society.

The two considerations; humanizing the curriculum and humanizing instruction, dovetail and compliment one another.

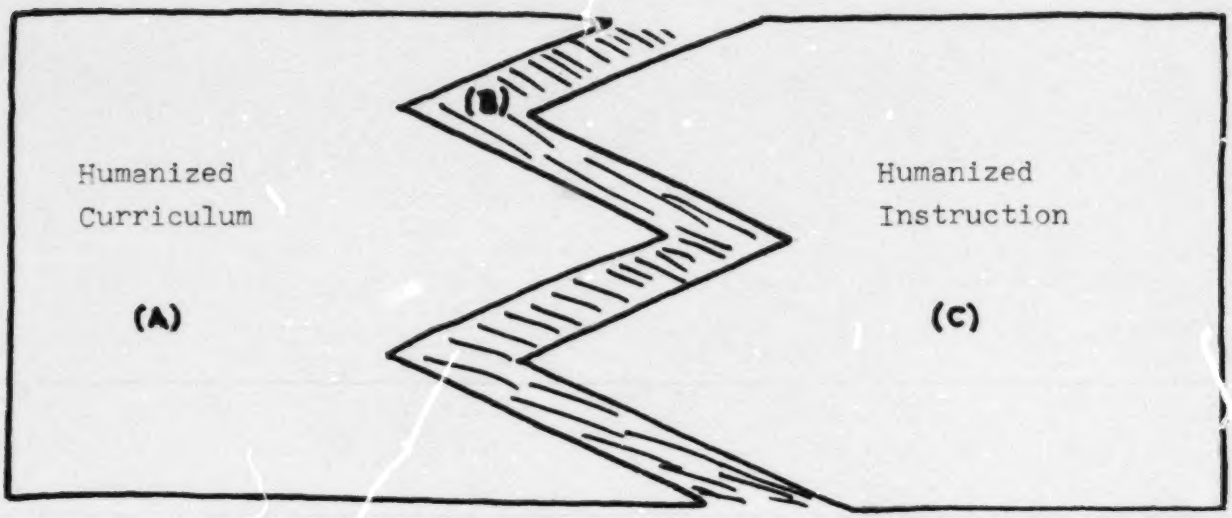
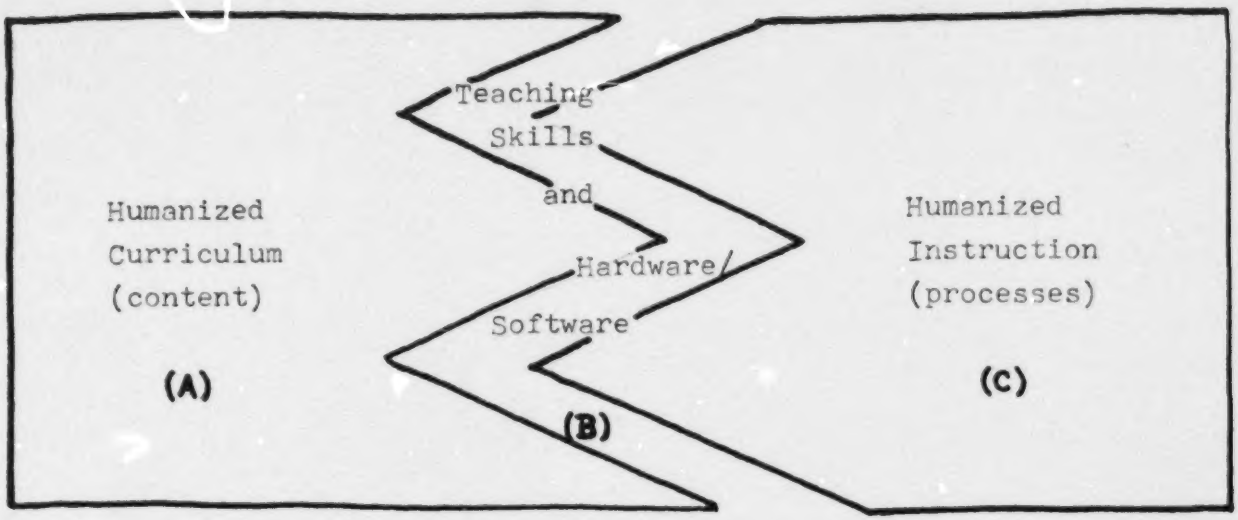


Diagram 1

In order to eliminate the void (B) between worthy goals A and C (Diagram 1) there is the need to infuse the instructional/program development process with skilled teachers and accompanying hardware/software.

(Diagram 2)



When A and C are blended together, by B, there is created a unified commitment to people and to the delivery of knowledge and skills necessary for individual betterment and social harmony. In short, the education process becomes a blend of life building knowledge/skills and personal development within an atmosphere of growth and satisfaction as guided by trained and caring professionals.

III. MODELS

In order to achieve a harmony of parts (Diagram 2) there exists a need to create thought process strategies which assist concerned community groups, educators, and parents in creating education systems which best serve the needs of students, singularly, and the collective society. After all, the individual's formalized education is a process for socialization and induction into an established order of living. Each of us, irregardless of how unique we are, must learn to coexist with others of divergent backgrounds, drives, interests, and values.

Models can be created and used to help us better manage our schools and achieve a maximum return on our investment of effort, time, and money. As defined herein, a model is a graphic representation of a phenomenon or process which is comprised of several integrated parts. The function of a model is not only to identify these several parts but also to demonstrate how they interact and effect each other -- as well as the total process or phenomenon.

Model # 1

Topic(s): Curriculum Development

Design(s): Explosive/Implosive

Target(s): Instruction
Staff Development

Goal(s): To create system-wide programs of instruction which provide for consistancy and uniformity of content within and throughout the several grades -- building by building.

Strategy: There are several interrelated variables which comprise a given curriculum.

WHAT is to be done? (Goals)

WHY is it to be done? (Objectives)

WHEN is it to be done? (Planning/Timing)

HOW is it to be done? (Processes/Strategies)

WHERE is it to be done? (Organization/Structure)

WHO is to do it? (Roles/Tasks)

HOW WELL is (was) it done? (Evaluation/Feedback)[3]

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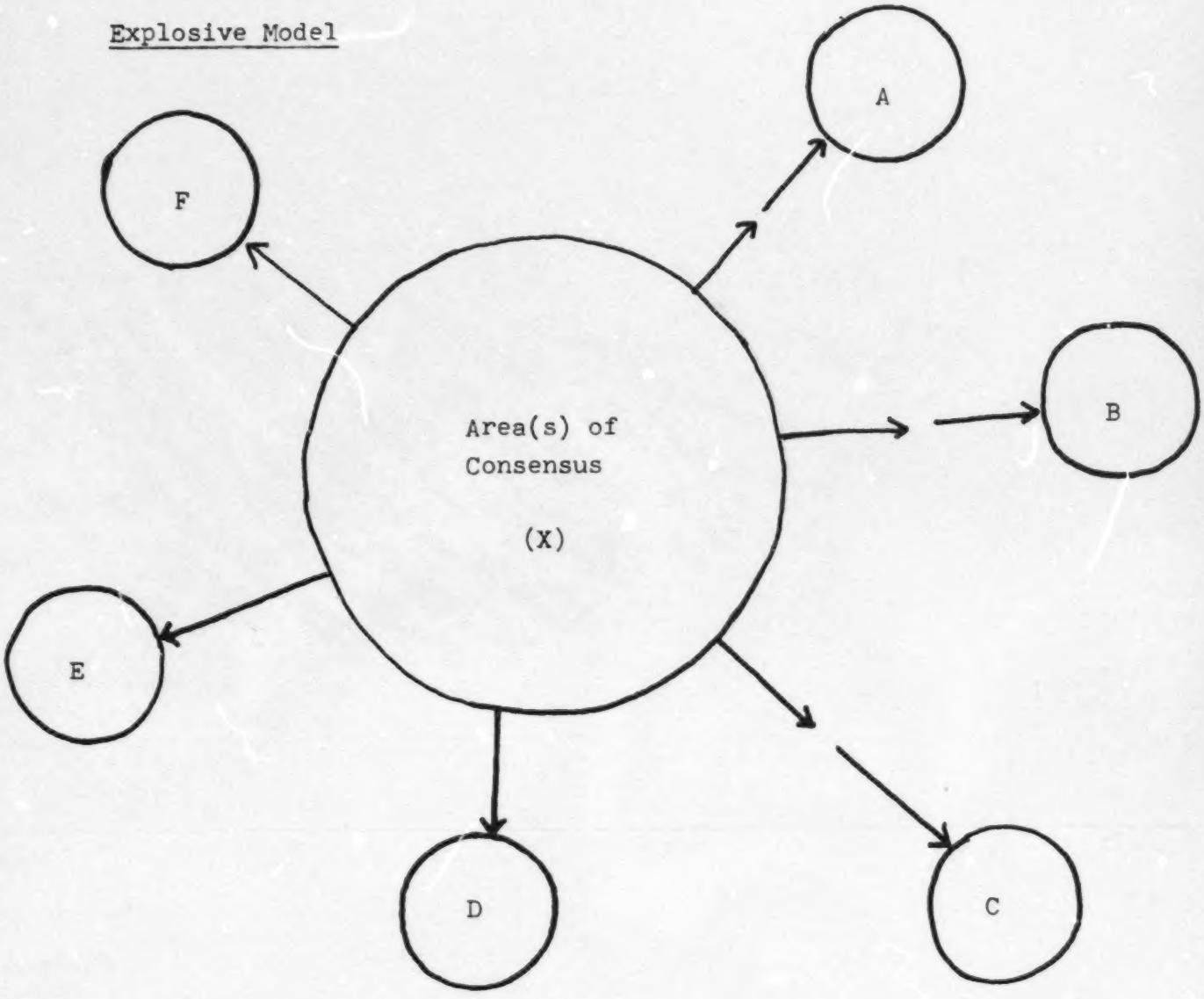
3 Richard O. Peters, "Models for Teacher Preservice and Inservice Training and Curriculum Development in America's Public Schools: Theories That Work!," Resources In Education, December 1980, pg. 19. ED 190 534

Explosive Model

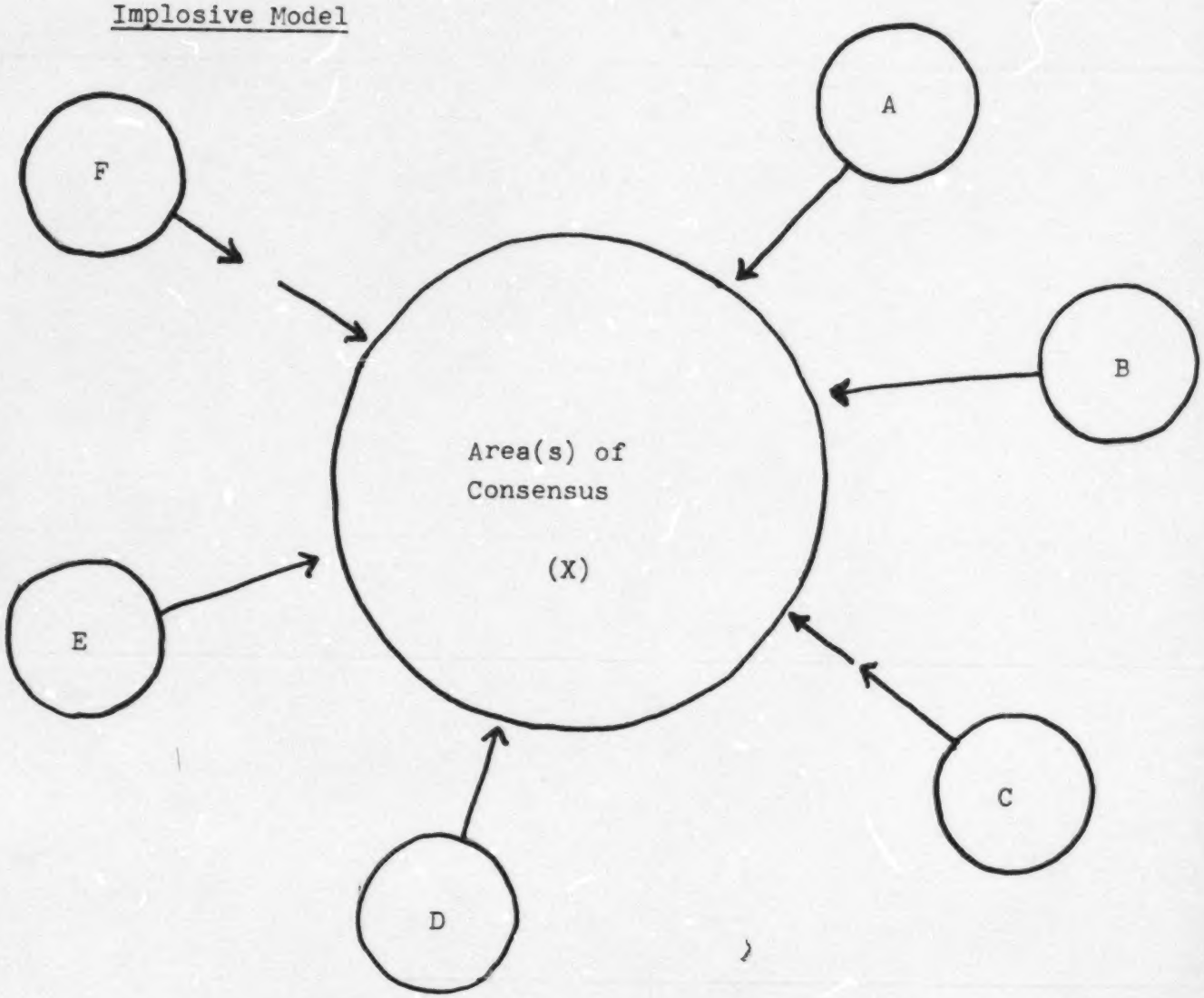


MOVEMENT OUTWARD

The character and nature of the **Explosive** design provides for a multi-directional, disorganized, and decentralized approach to program development and instruction. The distance from the area(s) of consensus (X) outward to any given unit (school or

curriculum) (A-F) is dependant upon that unit's alteration of and/or deviation from the area(s) of consensus.

Implosive Model



MOVEMENT INWARD

Unlike the characteristics of the **Explosive** design, in the **Implosive** model each unit (school or curriculum) (A-F)

moves inward toward area(s) of consensus. This inward movement results in program coordination, consistency, and uniformity throughout a given system. The distance inward from each unit (A-F) to the area(s) of consensus (X) is dependant upon the degree to which the process of curriculum change or development of that particular unit reflects the character and nature of the area(s) of consensus; namely, the stated goals and/or objectives. The distance from each unit to the center (the area(s) of consensus) is determined by the similarities and differences between existing curricula (the 'where we are') and the proposed curricula (the 'where we want to be').

Unfortunately, the Explosive model is representative of too many of today's education systems. Rather than providing for consistant and uniform instruction (or delivery of content and skills) from building-to-building, at a given grade level, many systems allow for so much divergence that chaos results and inconsistancy is the name of the game played -- at the expense of students' education and the taxpayer's dollars. Due to this inconsistancy of program development and delivery, students feeding into a single unit, such as the system's only junior high school (grades 7-8), from several elementary schools within the system are not equally prepared in basic knowledge and skills to begin learning at this level. Instead of the junior high school curriculum enriching previous learning (at the elemen-

tary grades level) teachers at grade seven must deviate from their planned instruction and take the time to assess individual student strengths and weaknesses in defined areas of the curriculum, such as language arts and mathematics, and often 'go back' and teach fundamental knowledge and skills which should have been taught in the lower grades. While this 'remedial' teaching is taking place in the classroom with a portion of the class, what happens to those students who came to the seventh grade properly prepared to do grade level work -- possessing the necessary knowledge and skills? Individual schools within a given school system must not be allowed to determine their own course of action re program development and delivery.

If our schools are to be accountable to their communities for achieving stated goals and objectives then there is a need to adopt the **Implosive** design for program development and implementation. Efforts must be made, within systems, to better plan, manage, and deliver the same basic knowledge and skills to all the students -- irregardless of which school they attend or who their particular teacher(s) might be. Different methods and strategies can be employed, by different teachers, to cover the content of the curriculum, but first, it must be determined what, in fact, the content will be. Utilization of the **Implosive** model can help curriculum planners accomplish this goal.

Model # 2

Topic(s): Fused Curriculum

Design(s): Cellular Learning

Target(s): Curriculum Development
Instruction
Staff Development

Goal(s): To create an instructional program which provides a unified (fused) approach to teaching-learning.

Strategy: The theory of cellular learning is based upon the premise that, in the final analysis, all formalized instruction and pedagogical strategies can be reduced to a common denominator; personal interaction(s) with people, places, and things.

The learning process consists of two unique, but interrelated, variables; primary and secondary cells, which constantly interact to create what is known as 'schooling' in the formal sense.

Primary Cells. The structure of curriculum organization directly related to instruction and learning, e.g., self contained classrooms, open classrooms, team teaching, individualized instruction, while other cells perform secondary functions.

Secondary Cells. Instructional hardware and software, financial resources, community and special interest group support, local school board policies, etc. which enhance and reinforce affective, cognitive, and psychomotor skills development.

Subdivisions of the Secondary Cells category are:

Instructional Media Cells (IMCs). Each IMC is the domain of a particular device or material which possesses unique characteristics and properties; each having different effects upon learning and skills development. For example, maps serve specific, but different, purposes within the instructional process than do films and/or charts.

Organizational Cells (OCs). Strategies and designs employed to effect learning and to maximize human interactions, e.g., media centers, small group study, modular scheduling.

Collectively, the several primary and secondary cells form a honeycomb design. Teachers must be trained in and become sensitive to the constant need for a harmonious blending of primary and secondary cells which enhance student learning and enrich the instructional process.

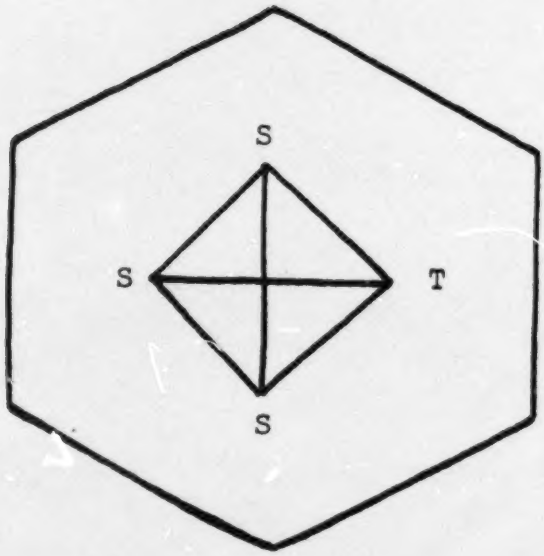


Diagram 1

A simple Primary interaction cell provides for interactions between student(s) and teacher(s) and among students.

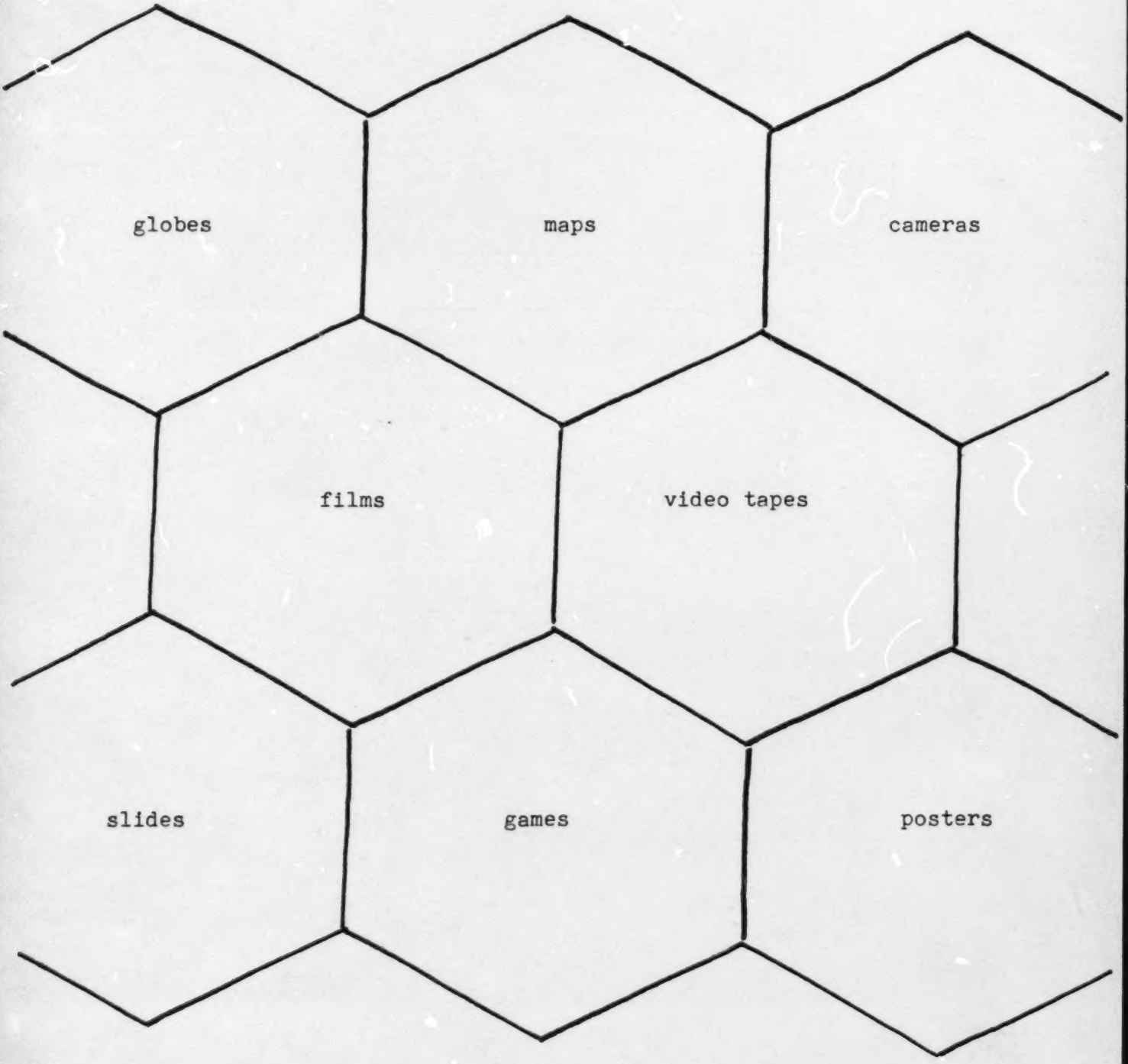


Diagram 2

Instructional Media Cells

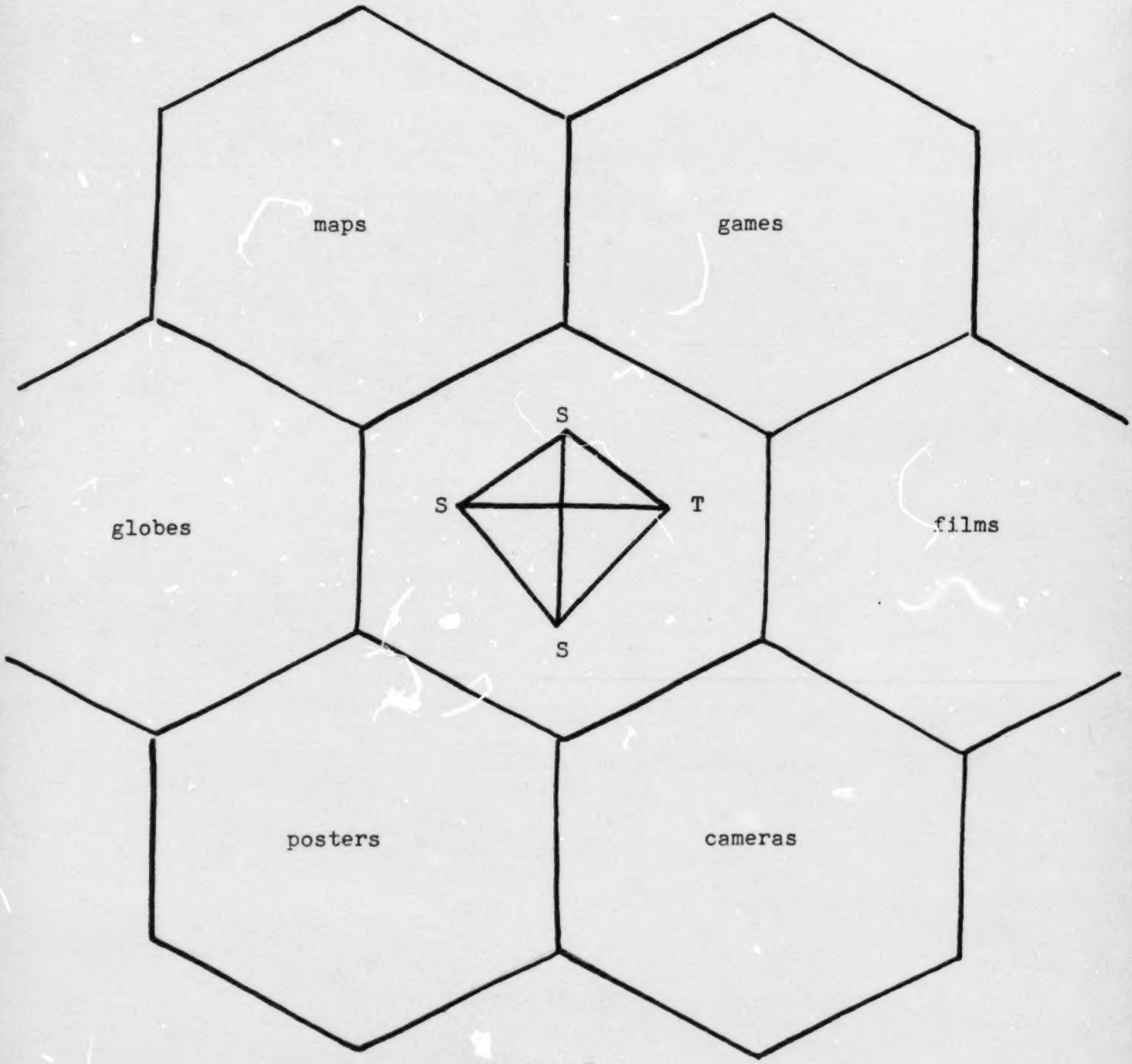


Diagram 3

Interaction between a simple Primary cell and several Instructional Media Cells.

Using the cellular learning model, curriculum planners can determine program needs and identify the components of a teacher inservice training program re the utilization of instructional hardware/software.

Model # 3

Topic(s): Inservice Training

Design(s): Variables Assessment

Target(s): Certified Professional Staff
Substitute Teachers

Goal(s): To cross analyze the instructional strengths and weaknesses of classroom teachers and substitutes.

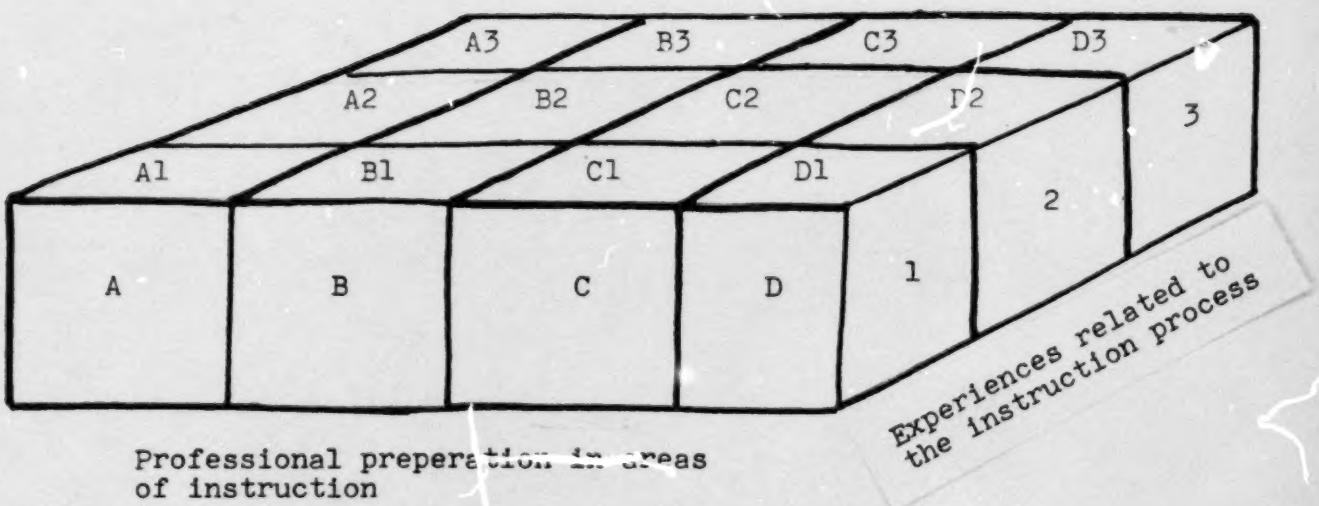
Strategy: A basis for the ongoing evaluation of instructional staff strengths and weaknesses, and the creation of inservice training programs tailored to the assessed 'needs' of teachers and part-time substitutes.

One area of the instructional process which is often overlooked is that of substitute teacher screening, selection, and placement in classrooms. Too often substitutes are hired simply as 'bodies' to fill vacated slots in classrooms when regular teachers are absent from school. In very few instances are substitutes evaluated to determine their 'worth' as classroom instructors. An inservice program for substitute teacher training can be created which utilizes regular classroom teachers as instructors. In this way, substitutes are exposed not only to the various subject matter areas of the curriculum but are also formally introduced to the way(s) each department functions. Thus substitutes are familiarized with the teaching styles of the professional staff and know what to expect, beforehand, when they are assigned to substitute in a particular

classroom - for a particular teacher - within a particular department.

Diagram 1

CROSS VARIABLES CUBE MODEL



This model provides for the cross analysis of teacher/substitute teacher characteristics and qualifications. For example, factors or variables A and 1 can be assessed as well as can any other set of factors or variables.

Variables related to professional/subject matter preperation:

A = formal education in designated content area(s)

B = exhibited knowledge in content area(s)

C = exhibited skills in content area(s)

D = simulated teaching

Variables related to classroom teaching experience:

1 = planning and organization

2 = classroom teaching

3 = relations with students

The cube model enables professional staff evaluators, department chairpersons, building administrators, and staff development representatives to assess teacher/substitute abilities and skills in a variety of combination settings; in the classroom-teaching and the application of learned skills, planning and organizing lessons involving the use of learned content, applying knowledge of learning styles to the instructional process, etc .

Model # 4

Topic(s): Minimum Competencies

Design(s): Consortium

Target(s): Curriculum Development
Instruction
Inservice Training
Test Development

Goal(s): To identify and develop life skill components of the curriculum.

Strategy: Several school districts serviced by a regional education management organization (REMO) pool their collective resources* to create minimum competency programs in designated academic subject matter areas re life building knowledge and skills.

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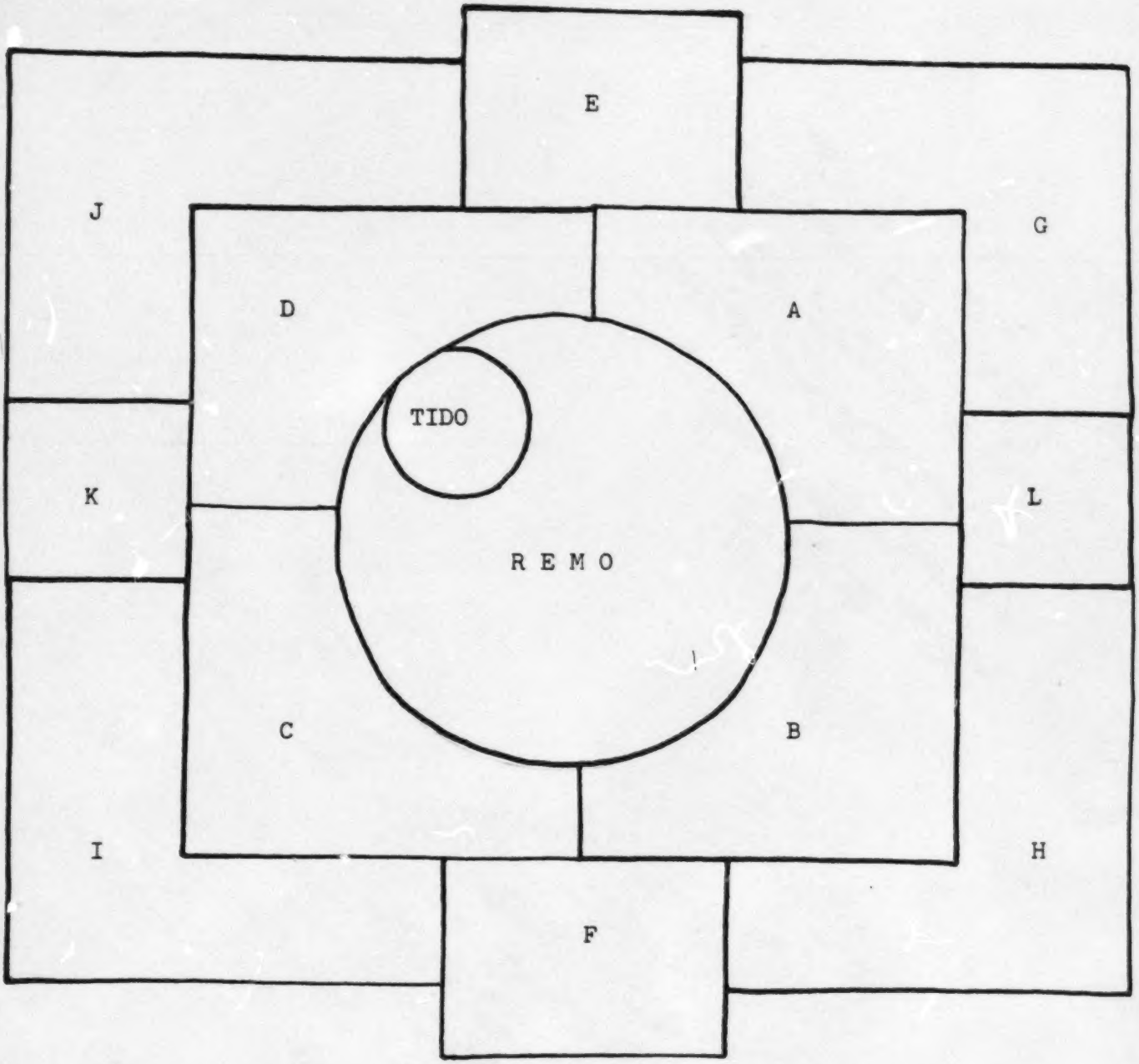
* collective resources: efforts to improve the instructional program
money
staff expertise
time



REMO: Regional Education Management Organization
TIDO: Test Item Development Organization
A-L : Independent School Systems comprising the Consortium

1. Each independent school system (A-L) creates a minimum competency program development Local Planning Group (LPG) and academic subject matter Task Force Committees (TFCs). The LPG is made up of school system administrators, consultants, teachers, and community representatives. Each TFC is made up of teachers representing the mandated academic areas of the curriculum such as language arts, mathematics, and the social studies.

2. Each TFC is charged with the creation of Essential Student Outcomes (goal statements) and related Performance Indicators (objectives). The ESOs and PIs developed by each TFC reflect what that particular school system believes basic life knowledge and skills to be.

3. The ESOs and PIs developed by each school system's Task Force Committees are brought to meetings arranged by the Regional Educational Management Organization (REMO). Over the course of several consensus meetings representatives of the several TFCs agree to consortium-level ESO and PI statements.

4. The consensus-based ESO and PI statements are submitted to a Test Item Development Organization (TIDO) for statement refinement and test item development.

5. TIDO refined ESO and PI statements are given to the several Task Force Committees for review and approval in final form. The approved ESO and PI statements will provide the basis for test item development by TIDO.

6. A bank of test items is developed by TIDO.

7. TIDO conducts a field testing of test items to determine reliability and validity.

8. TIDO delivers to the REMO Consortium a bank of test items (for specified grades) based upon locally developed, and Consortium-level agreed upon, Essential Student Outcome and Performance Indicator statements.

9. Using TIDO developed test items, each school system selects those specific items which best relate to locally-developed ESOs and PIs. Thus, it is possible that the several systems (A-L), using the same bank of TIDO developed test items, will develop minimum competency tests which are different in content -- one from the other.

Using the Consortium model approach to test development the limited resources of each independent school system are collected together and magnified in effect and results. Whereas it might be financially impossible for any single system to afford the services of a professional test development organization, it becomes a distinct possibility to utilize these services when several independent systems pool their resources and work together to achieve common and agreed upon goals.

Ths Consortium approach allows each independent school system to maintain its territorial integrity -- if that is a concern of the local school board and the community-at-large. At the same time, carefully identified needs and established goals (which are shared by and with surrounding systems) can be met and accomplished.

IV. STATEMENT

Too many students fail to learn important social studies knowledge, skills, and attitudes[4]. This statement applies equally to most, if not to all, areas of the typical school curriculum. Our educational systems have become so diverse in programs and services offered that many have lost sight of the basic (or foundation) elements of all formalized instruction; equipping students with essential knowledge (content) and skills necessary not only to provide for personal growth and development but also to prepare them as responsible members of the social order.

Whenever a crisis with youth arises, and no one else is either willing to or capable of solving the problem, everyone turns to the education system and pawns their responsibilities off onto the schools. This has happened repeatedly over the decades and now our schools, and their staffs, not only educate but also babysit preschool tots, serve breakfast as well as lunch (and even, in some cases, supper), care for medical needs such as physical examinations and teeth cleaning, and provide counseling services not only to school aged students but also to parents and confused/disturbed adults. Our schools have been forced to bite off more than they can chew!

It is time to stop and reassess our mission -- as a social institution with responsibilities to individuals

and to the collective body known as society. Should our schools take on the character of a jack-of-all-trades (and master-of-none) or should they begin to zero in on and refine the delivery of quality learning experiences to the youth of America?

For those systems desiring change and the improvement of existing programs help may be found in the use of models -- models which have been described herein. Models can be used to determine needs, to organize people for task accomplishment, and to create systems which work. Once courses-of-action have been charted, models can be used to assess the level of performance of the newly created program(s) as well as the professional teaching staff.

ACCOUNTABILITY is a word often feared by those who feel most-threatened; namely, classroom teachers. If system-wide, building level, and classroom level instructional goals and objectives are clearly enumerated then there is little, if anything, to be feared when accountability is mentioned. In its simplist form, accountability is a process of checking to see if a thing is functioning properly and if what is said to be happening is, in fact, happening. If school system goals and objectives are clearly defined and stated -- so that everyone understands the mission of the schools -- accountability can provide job security to the teaching staff. If a teacher knows exactly what is expected of him/her and knows the specifics

of his/her job then it becomes easier to concentrate of those tasks for which the individual is accountable to perform.

While accountability concentrates on assessment of goals accomplishment, staff development should concentrate on the delivery of training programs which 1) introduce staff members to new content/skills in academic/service areas, and 2) provide opportunities for content/skills enrichment or reinforcement. Together, accountability and staff development can provide a basis for goals attainment and the improvement of teacher abilities and skills. The result of this combined effort is an improved quality of instruction which directly benefits the consumer of this process -- the individual student.